

The Local News

Purpose

Students will use a variety of information resources to gather information about community leaders and civic issues.

Materials

For the teacher: local newspapers and magazines, highlighter, chalk, chalkboard

For the students: 2 copies of Black Line Master (BLM) *News Detective*, pencil, paper, access to the Internet

Activity

A. Pre-Activity Preparation

1. Gather various school newsletters, newspaper articles, governmental Web sites or other materials about local community leaders and city issues.
2. Highlight the titles of stories, photographs, or editorial cartoons that discuss community leaders or civic issues. Bookmark the age-appropriate governmental Web-sites.

B. Discussing Community Issues

1. Tell students that they are going to research community issues and people.
2. Ask students if they can think of any important events or issues in the local community. Prompt students to think about city council decisions, buildings, roads, or environmental issues.
3. List students' ideas on the chalkboard.
4. Ask students: "Where would you go to find out more information about these issues?"
5. List students' responses on the chalkboard. Make sure that students suggest the library, newspapers, school and community newsletters, governmental Web sites, and television.

C. Small-Group Spy

1. Explain to students that they are going to be reporters about an aspect of the local community.
2. Divide students into four or five small groups in order to share materials. Tell students that they will share informational materials with the group but will complete their BLM individually.

Technology Literacy Standards

	I	II	III	IV	V	VI	VII
1	X		X	X		X	X
2	X	X	X				
3	X					X	X
4		X				X	
5							
6		X				X	
7							
8						X	
9						X	
10							
11							
12						X	
13				X			
14							
15				X			
16							

☒ = This Technology Literacy Standard is addressed in this lesson.

☐ = This Technology Literacy Standard is not addressed in this lesson.

3. Hand out a set of informational materials to each group.
4. Make sure students have a copy of the *BLM News Detective* and a pencil.
5. Instruct students to search a highlighted article for information about a community leader or issue.
6. Also allow the students to peruse the governmental Web sites for information about a community leader or issue.
7. Have students fill in the *BLM News Detective* by answering the questions *who, what, when, where, why, and how* about one of the articles or Web sites. Explain to students that every good news article answers these six questions, so they should be able to find this information in most articles and Web sites.
8. When students have finished, gather the class together and discuss students' research.




D. Write a News Article

1. Tell students that they are now going to report on the issue they researched for their BLMs.
2. Ask students to think about the various ways in which information about community issues is distributed. Guide students to suggest media, such as newspaper articles, photographs, Internet, editorial cartoons, or broadcasts on TV or radio.
3. Encourage students to use one of the methods listed on the chalkboard to report their information (e.g., students may design a newspaper page, cartoon, or Web page; prepare a "television broadcast;" or choose another method).
4. Make sure art supplies are easily accessible and circulate around the room to help students with their reports.
5. When students have finished, allow them to present their project to the rest of the class.

Questions for Review

Basic Concepts

While students are preparing their presentations, ask them questions such as the following:

-  How do we find out about leaders in the community?
-  Where could you look for information about an election in the community?
-  What six questions do most news reports include?

Name _____

News Detective

Fill in each question with information from your news article. Write down as much information as you can find.



Who?

What?

When?

Where?

Why?

How?

News Detective

Teacher Directions

Explain to students that they are going to be reporters about an aspect of the local community. Divide students into four or five small groups in order to share materials. Tell students that they will share informational materials with the group but will complete their BLM individually.

Hand out a set of informational materials to each group. Make sure students have a copy of the BLM *News Detective* and a pencil. Instruct students to search a highlighted article and a governmental Web site for information about a community leader or issue.

Have students fill in the BLM *News Detective* by answering the questions *who*, *what*, *when*, *where*, *why*, and *how* about one of the articles. Explain to students that every good news article answers these six questions, so they should be able to find this information in most articles.

When students have finished, gather the class together and discuss students' research.

Answer Key

Answers will vary